

**UNIVERSITY OF EDUCATION, WINNEBA**

**AN INVESTIGATION INTO THE EFFECTS OF HEADTEACHERS'  
LEADERSHIP STYLES ON TEACHERS' JOB PERFORMANCE: A CASE  
STUDY OF BASIC SCHOOLS IN MEDIE CIRCUIT IN GA WEST DISTRICT**



**MILLCENT DOMFEH YEBOAH**

**2021**

**UNIVERSITY OF EDUCATION, WINNEBA**

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**(190013472)**



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Studies, University of Education, Winneba, in partial fulfilment of the  
requirements for award of the Masters of Arts (Educational Leadership) degree**

**APRIL, 2021**

## DECLARATION

I, MILLICENT DOMFEH YEBOAH, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE.....



I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. STEPHEN BAFFOUR ADJEI

SIGNATURE.....

DATE.....

## ACKNOWLEDGEMENT

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## **DEDICATION**

I dedicate this work to my dear husband, Mr. Yaw Gyamfi and my entire family.



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### **LIST OF ABBREVIATIONS**

IGF	Internally Generated Funds
JHS	Junior High School
MOE	Ministry Of Education
PTA	Parents, Teachers' Association

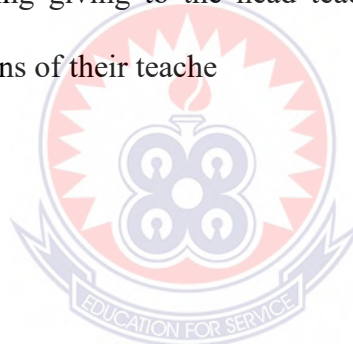
TDC                      Town Development Committee



## **ABSTRACT**

The study sought to investigate the effects of head teachers' leadership styles on teachers' job performance in the Basic Schools in the Medie Circuit. Quantitative approach was used. Cross-sectional study design was used with sample size of 93 Public Basic Schools head teachers and teachers. The respondents were 7 head teachers and 86 teachers from all basic schools in the circuit. The data were collected by the use of questionnaires and data analysis was done using descriptive statistics and inferential

(cross tabulation) with chi-square and p-value used. The results of the study indicate that the majority (85.7%) of the head teachers had received extra training. Also, most of the head teachers (71.5%) used democratic leadership in the circuit. It was also revealed that the most preferred leadership style by the majority of the teachers (76.7%) was democratic leadership style. The results indicate high teachers' job performance in the circuit. Furthermore, it was found that there is relationship between teachers' job performance and head teachers leadership styles according to the majority of the respondents (89.5%). The study concludes that head teachers receive training and use democratic leadership style in their schools which is the most preferred leadership style by the teachers. The study recommends that the Ghana Education Service should intensify the extra training giving to the head teachers so that they would always recognize the contributions of their teache



## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This chapter focuses on the background of the study, statement of the problem, research questions, objectives of the study, significance, limitation, delimitation, operational definition of terms and the organization of the study.

#### **1.1 Background to the Study**

Education plays an integral part in nation building. Teachers are vital constituents of any educational set up (Ricard & Pelletier, 2016). The teacher is the pivot of any education system. Hence the role of Head teachers and teachers as employees of Ghana Education Service (GES) is particularly important in this regard. This occurs via leadership role played by Head teachers at these organizations. Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve teachers and students' performance (Cindy & Joellen 2007). Teachers can lead in a variety of ways; many teachers can serve as leaders among their peers (Arifin, 2015).

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world. The effect of leadership style on academic performance has been widely debated in recent scholarly works. Only a small fraction of available studies on school leadership deal with its effects on teachers' job performance (Namusonge, 2015).

Teachers in developing countries work under conditions that are different from those in developed countries. Dampson (2015) notes that, broadly, teachers in many

African countries work in overcrowded classrooms (40-80 pupils in a class), mainly due to a considerable increase in student enrolment in Basic and secondary schools. Poor school facilities (lack of basic teaching materials, and absence of sufficient equipment for laboratories) and inadequate infrastructure also seem to add to the despair of the unmotivated teachers (Raina & Dhand, 2000). According to Namusonge (2015) state that, head teachers are the academic and administrative heads of the school, responsible for the academic and disciplinary performance of the school and ensure that moral values are taught and upheld in the school.

Leadership is a key factor in upholding excellence in school performance (Passi, 2006). Leithwood and Riehl (2003) observe that educational leaders must guide their schools through the challenges posed by an increasingly complex environment. Leadership for effective running of educational institutions in Ghana has been in short supply for decades and continues to be a challenge for most educational institutions in their quest to train and guide the next generation (Gordon, 2004).

Schools are likely to be successful if their teachers perform well (Wildman, 2015). Job performance is actually about encompassing all sort of activities to be done for gaining certain outcomes and set targets. However, head teachers' leadership style may be the precursors of teachers' non professionalism which further points to the importance of better leadership styles (Adetula, 2005). Therefore effective and efficient teaching and learning requires effective leader on behalf of school managers (Wildman, 2015). In addition, school leadership style and teachers' job performance are another critical factor affecting school effectiveness. The kind of leadership style that goes with teachers' job performance in educational setting has remained a problem in Ghana (Sancar, 2013).

In any organization, leadership is the conduit through which goals are attained and used to maintain standard and improve the quality of work (Sancar, 2013). The headmaster or headmistress as a leader of group of teachers and non-teaching staff in the school system has the function of interacting with both groups in order to improve the learning situation of the students through instructional supervision. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Wildman, 2015). However, no matter what criticisms are leveled against headmasters or mistresses, their contributions cannot be over emphasized. If head teachers have the responsibility of improving staff performance by equipping them with knowledge, interpersonal and technical skills, then one will say that organizations cannot do without better head teachers' leadership style (Osae, 2012).

Mills (2014) asserted that leadership style has direct effect on staff performance. Leaders assign task and clear responsibilities of performing those tasks and they in turn expect accuracy and punctuality from followers. Also leaders give the right direction to people to enable them to take initiative and responsibilities to go ahead on their own. Head teachers seek to equip staff with the necessary knowledge, attitudes and skills to make them useful; not only to themselves but their immediate community and country (Mills, 2014).

The Ghana Education Service (GES) becomes the channel through which the aims and objectives of education are carried out. This places greater responsibilities on Ministry of Education (MOE) and that failure to deliver is not only unacceptable but a real disaster to society (Hannagan, 2006). It is important that staff performance are



constantly monitored and reviewed for it to be abreast with changes and developments. Leadership is then seen as a control mechanism which has the task of correcting the activities of individuals and groups to ensure that their performance is in accordance with plans (Hannagan, 2006).

Leadership plays an indispensable role in the effectiveness of an educational institution, right from setting of goals to the accomplishment. In absence of school leadership, goal accomplishment and school effectiveness are never guaranteed (Esia-Donkor & Ofosu-Dwanena, 2014). According to Cheng and Townsend (2000) for educational change and effectiveness, the role of a school head or principal is often crucial for bringing change and effectiveness.

The head teachers must manage tasks professionally which include setting for education, seizing new opportunities and coping with change, maintaining a committed staff, managing effective teams, developing an effective communication system, allocating and managing resources effectively, participating effectively, staff management, managing time effectively and evaluating the school curriculum. In this regard, the teachers' job performance could be measured through annual report of his/her activities in terms of teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and co-curricular activities. All of these depend on the way head teachers lead teacher (Mwalala, 2008).

## **1.2 Statement of the Problem**

The leadership styles of Head teachers in most Basic Schools lead to low confidence among teachers and these affect their performance negatively which studies like Brown and Owusu (2014) failed to identify especially in basic schools in Medie Circuit. Job fulfilment and organizational performance can be determined by leadership

styles used in any organization. In some schools, pupils and teachers have protested and removed school heads from their offices in the past due to their poor leadership styles (Mwalala, 2008).

Most Basic schools in Ghana have encountered a lot of problems most of which originate from deficiencies in leadership styles of heads of these institutions. Several instances occurred when teachers had to openly protest and show their displeasure about heads' leadership styles which they termed as administrative and managerial incompetency. This situation has led to low morale among teachers (Brown & Owusu, 2014). It was observed that, differences in leadership styles used by head teachers resulted to variation in students' academic performance in schools (Heaton, 2016).

Nguni and Ogweng (2006) argue that, one of the major problems leading to distortions in teacher's performance was lack of effective leadership which did not consider the leadership style employed by the head teachers. It is an open truth that a teacher paves the way that leads to students' success in academics and career (Kunter, Klusmann, Baumert, Richter, Voss, & Hachfeld, 2013). These are teachers who would guide students and provide opportunities for their growth and character building.

Undoubtedly, students' success which is also the objective of schools largely depends on their teachers' devotion and hard work. Further, head teachers are those persons who manage and maneuver teachers through their supervision practices (Heaton, 2016). Thus, if their leadership is on the right track, it may activate teachers' efficiency and productivity. Leadership styles, for instance, may encompass; checking attendance, develop and design curriculum and scheme of work, lesson delivery patterns, lecture preparation, drills plan and manage school resources, developing effective communication (Heaton, 2016). However, most head teachers show negligence in performing their assumed roles; try to pass time; show irregularity and

unpunctuality, never get satisfied with present positions and usually are indulged in finding some other more suitable jobs (Sharma, 2016).

Further, negligence on work related activities of head teachers hinders the achievement of organizational goals and job performance (Osibanjo, Akinbode, Falola, & Oludayo, 2015). The poor leadership style has negatively affected teachers in terms of low output, which reflects in the awful performance of students, high turnover rate among others (Sharma, 2016). According to Asare (2011) school heads should also encourage a risk-taking environment by advising their staff to assume responsibility for a task. In addition, effective school heads should possess certain skills in conflict management, active listening, problem solving and consensus building. If nothing is done about head teachers' leadership styles, teachers' performance would be abysmal and would also translate in the performance of their students. It is against this background and gaps that researcher seeks to conduct this study aiming at assessing the head teachers' leadership styles and its effects on teachers' job performance.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the effects of head teachers' leadership styles on teachers' job performance in Basic Schools in Medie Circuit in Ga West District.

### **1.4 Research Objectives**

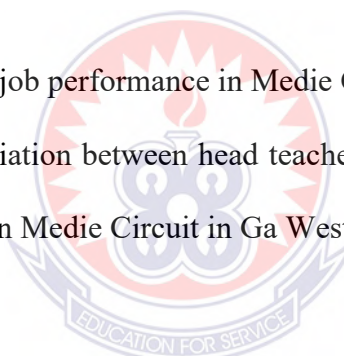
The study had four specific objectives.

1. To identify the most dominant leadership styles adopted by the Basic school head teachers in Medie Circuit in Ga West District.

2. To identify teachers most preferred leadership styles in the Medie Circuit in Ga West District.
3. To assess teachers job performance in Medie Circuit in Ga West District.
4. To establish the association between head teachers' leadership style and teachers' job performance in the Medie Circuit of Ga West District.

### **1.5 Research Questions**

1. What are the most dominant leadership styles adopted by the Basic school head teachers in Medie Circuit in Ga West District?
2. What are the teachers most preferred leadership styles in Medie Circuit in Ga West District?
3. What is teacher's job performance in Medie Circuit in Ga West District?
4. What is the association between head teachers leadership styles and teachers' job performance in Medie Circuit in Ga West District?



### **1.6 Significance of the Study**

The study is valuable to the arena of education since it helps to build upon existing knowledge by providing Head teachers with tools and skill sets on how to enhance job satisfaction and performance of teachers. The heads of Basic schools may want to re-investigate and evaluate their own leadership style and hence make changes where necessary. There have been a number of studies that look at the distinctive features, challenges and the correlation between leadership styles and teachers' job performance. But the school systems continue to experience considerable leadership disputes as a result of leadership styles the heads adopt. The outcome of the study would help stakeholders in the education sector such as parents, district directors of education

and the surrounding communities among others; understand the effects of leadership styles on teachers' job performance among Basic schools in the Medie Circuit in Ga West District.

There would be the need for Basic school heads to reconsider their styles of leadership and the effect on teachers' job performance in their schools. The results of this study are expected to shed more light on why leadership is essential in educational institutions. It will also serve as a diagnostic tool to identify which leadership style is required to improve the quality of teaching and learning in schools. In addition, the study will be important for the schools where the study will be done for the Head teachers' to raise the morale levels of their staff. With the demands on this growing school system to employ and retain teachers, this study would help district officials with strategies to improve the level of performance in Basic schools in the district.

### **1.7 Limitations of the Study**

Notwithstanding the various strengths of this study, the following limitations were uncouncted; financial constrains as some respondents requested for money before responding to the questionnaires. One apparent limitation had to do with the busy nature of the respondents which did not allow enough time for them to respond to the questions at the right time.

### **1.8 Delimitation of the Study**

Geographically the scope of this study was delimited to the Basic school in the Medie Circuit in Ga West District. This meant that the study did not include all other schools found in the study area. Therefore, the finding of this research was generalized for public primary schools in Ga West without considering secondary or private schools in the District.

## 1.9 Definition of Terms

**Assessment:** It involves the use of empirical data on teachers' job performance to refine the leadership style and hence improve teachers' job performance.

**Leadership:** This study defined leadership as the ability to influence the behavior of others to act in a group with common interests to acquire the effective teachers' job performance.

**Leadership Style:** The study defines Leadership style as the behavior orientation of head teachers in which head teachers influence teachers on their working performance.

**Teachers' Job Performance:** refers to the assessment of the performance of teachers basing on his/ her instructional competence, quality, attendance, professional and personal characteristics.

**Leader** is person that holds a superior position within its field, and able to exercise a high degree of control or influence over others.

**Autocratic** refers to the head teacher's leadership style that tends to use dictatorial power and decision making upon his/her teachers.

**Democratic** refers to a head teacher's leadership style that delegates some power and authority to his/her subordinates.

**Laissez faire** refers to a head teacher's leadership style whereby the subordinates are given complete freedom in decision making and do what they want.

**Transactional:** refers to the head teacher's leadership style of using disciplinary power and a range of incentives to motivate teachers to perform at their best by substituting rewards for performance.

**Transformational leadership:** refers to a head teacher's style of leadership that encourages and inspires the staff under them to achieve a given goal.

**Job:** The principal activity in your life time that you do to earn money.

### **1.10 Organization of the Study**

The study contains six chapters, chapter one contains the introduction forming the beginning of the main body of the research report. Accordingly, the chapter contains; the background to the study, problem statement, purpose and objectives of the study, research questions, significance of the study, limitations, delimitations, operational definitions and the general layout of the report. Chapter two looks at the literature review; this included an extensive review of relevant literature in the research area. The review geared towards justifying the defined objectives of the research and establishing the premise/theoretical framework for the research work. It also identifies gaps in the literature in which the study attempts to fulfill. Chapter three (Research methodology), this section provides information on participants, including sampling techniques, procedures and equipment used in both data collection and analysis. It also deals with the research design, description and distribution of instruments. Chapter four (Results/findings), the outcome of the research is presented and explained in this chapter. Chapter five constitutes the discussion, in this chapter, significant and new findings identified, interpreted and discussed. Chapter six presents the summary of the findings, conclusions and recommendations.



## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter looked at important information about the topic “Effects of head teachers’ leadership styles on teachers’ job performance”. It reviews literature related to the subject of leadership styles and teachers’ job performance. It has the following headings: The Definition and Theories of Leadership, Type of Leadership Styles, Perception of Teachers and Students of Leadership Styles of School Heads and The Effect of Leadership Styles on Teaching and Learning (empirical review). The chapter



further presents a review of different literature on the leadership styles and teachers' job performance in Ghana and elsewhere in the world. It also identifies the research gap that the study intended to fill.

## **2.2 Theoretical review**

### ***2.2.1 The Behavioural Theory***

According to this theory, it isn't inherent characteristics that make a good leader. A leader makes themselves effective via the way they act and what they do. Over the years of study and testing, the behavioral theory of leadership has highlighted many different types of leader through their actions (Lewin, Lippitt, & White, 2013). The proponents of this theory hold the assumption that leadership is founded on definite and learnable behavior rather than "God-given" or genetic traits. They are more concentrated on what leaders really do. They considered a better way to learn and teach leadership compared to the trait theorists. To them, if leadership can be studied through definite actions of successful leaders, then others can also replicate these actions and obtain the same successful outcome of leadership. They do believe that a leader's behavior can best determine the extent of his/her influence and as such, the leader's success.

Behaviours can be fine-tuned under various circumstances to get the desired results. Successful leaders are those who can adopt their behavioral style under given situations to enhance performance. Behavioral theory therefore led to the introduction of leadership styles. Lewin, Lippitt, and White (2013) in their Iowa Leadership Studies identified three leadership styles that began the next generation of leadership studies in the behavioural theories. These were autocratic (authoritarian), democratic (collective rule), or laissez-faire (no structure or guidance).

### 2.3 Concept of leadership style

The Leadership style is the most predominant factors that influence employees' attitudes and behaviors including organizational commitment. Organizations need employees who are committed in their work so that they can contribute to the survival of the organization in the marketplace competition. The emphasis is on how managers in organizations can get effective leadership style to achieve set goals. The process of managing teams and ensuring their effectiveness requires the presence of the leader who can motivate and provide a vision for their subordinates. Leaders are believed to set smart goals for the subordinates and empower them enough to achieve the organizational goals (Kettle, 2015).

The field of leadership research has changed drastically based on how one thinks about, studies, and defines leadership. Zakia (2016) noted a number of factors that have contributed to increased optimism and greater methodological diversity being employed by the researchers to study leadership. Successful school leadership is not the result of simply obtaining a position, but rather possessing the knowledge and understanding of the managerial and other skills along with the personal ability to effectively use these skills. A good leader understands the importance of employees in achieving the goals of the organization, and that to motivate the employees is important in achieving these goals. It has been widely accepted that effective organizations require effective leadership and that organizational performance will suffer in direct proportion to the neglect of this (Fiedler & House, 2013).

Furthermore, it is generally accepted that the effectiveness of any group of people is largely depended on the quality of its leadership. Effective leader behavior facilitates the attainment of the follower's desires, which then results in effective

performance. Since the mid 1990's, the influence of transformational leadership in the educational sector has been the focal point of many research studies (Nwaogu, 2016).

Leadership is a major concern to organizations and the focus of several researches for its significant role in determining the success of an organization. Leadership defines as “the influencing of others to understand and agree about what needs to be done, how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2006, p. 12).

Kiboss and Jemiryott (2014) explains leadership as a growth of a strong and a whole system of expectations in order to recognize, evoke and use the capabilities of all resources in the organization the most important of which is people. Leadership is also a way of encouraging and helping others to work vigorously towards objectives. It is the human being that puts a group together and motivates it towards goals changing and the groups' abilities into certainty. Northouse (2013) also defines leadership as a process whereby an individual influence a group of individuals to achieve a common goal. Mankona (2015) defines leadership as method neither of cheering and serving others to do something of their own preference, because it is essential nor because of the alarm of result of disobedience.

Leadership is thus a procedure of hopeful and helping others to work actively towards objectives. It is the human being issue that connects a group together and inspires it towards goals altering the groups' potentials into certainty (Bush, 2005). From management theory perspective, categorizing effective leadership and explaining its influence on individuals is in three fundamental approaches as explaining leadership in terms of personal qualities and characteristics, i.e. the approach based on the characteristics of the leader, and respective character theories, analyzing how leaders use their influence, i.e. the approach centered on the behavior of the leader and related

styles of behavior (style of leadership) and analyzing how leaders carry out their function according to situation in which he or she operates, i.e. the situational approach to leadership (Goons & Gallo, 2013).

#### **2.4 Types of leadership styles adopted by head teachers**

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Dampson, 2015) also defines leadership style as a leader's general personality, conduct, and communication patterns in guiding others towards reaching organizational or personal goals.

Leadership style is made up of a set of approaches, qualities, and skills in the head teachers, which are formed on the basis of four factors: values, trusting employees, leadership direction, and a sense of security shaped in important situations. Every head teacher performs their main tasks in a way that might have differences with other head teachers (Jasbi, 2011). According to Huruni and Kaitila (2014) several studies have been conducted on management and organization in reference to leadership, their styles and how critical is their performance and success in the organization affecting the structure and organizational process, forms of social dealings, beliefs of members, behaviour and job attitudes.

A leader cannot work alone; he/ she must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. This means that, a leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader lead. Some leaders are more interested in the work to be done than in the people they

work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style.

In order to enhance high-academic excellence in educational performance, Barker (2007) advises that it is important to deal with effective leadership styles performed by head teachers, as they indeed play the most important role for determining students' excellence in academic performance. It is therefore essential that schools have effective and quality leaders. However, Crum and Sherman (2008) indicate that the leadership style of a head teacher depends on the leader's assumptions about human being, human nature and human learning. These assumptions consciously and unconsciously are the main foundation for decision making and choosing a leadership style.

The quality of leadership makes the difference between the success and failure of a school (Castangno, 2008). Castangno further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, it is the head teacher who sets the pace, leading and motivating pupils and staff to perform to their highest potential (Musungu & Nasongo, 2009). Chandan (2004), define leadership style as the ingredient of personality embodied in leaders that causes subordinates to follow them.

Omolayo (2009) identified different styles of leadership. For a long time now, leadership theory and research has focused on different leadership styles such as the autocratic, democratic, and laissez-faire. The challenges confronting modern organizations to meet with higher performance, better job-satisfaction, increased morale and productivity in subordinates have led to the demand for better quality of

leadership. Prominent among new leadership models proposed are the democratic, transformational and transactional leadership styles (Avolio & Bass, 2004), which is the focus of this study. These leadership styles have a broad continuum of behaviours from the most potent-idealized (charismatic) leadership to the least potent – laissez-faire leadership.

Early research on leadership focused on leadership styles such as democratic and autocratic and participative and directive. Studies in the later 1970s categorized leadership as transformational or transactional. Leaders who lead by “exchanging one thing for another” are transactional leaders and those who create an atmosphere where followers exceed performance expectations because the goals of the organization align with their own goals are considered transformational leaders. The leader tends to avoid power and authority. The following are the common types of leadership style that were used in this study.



## **2.5 Types of leadership styles**

### **2.5.1 Transactional Leadership style**

The transactional leader seeks to motivate followers through an exchange process. Transactional leadership style consists of four leadership dimensions (Avolio & Bass, 2004; Bono & Judge, 2004). These include contingent reward which describes leadership behaviour where leaders provide tangible and intangible support and resource in exchange for subordinates' effort and performance. Secondly, management by exception (active) refers to the leaders' use of correction or punishment as a response to unacceptable performance or deviation from accepted standards. The third dimension is management by exception (passive) where the leader takes a passive approach to leadership by intervening only when problems become serious. Finally, the fourth

dimension is the laissez-faire leadership behaviour which is regarded as a non-leadership behaviour. The laissez-faire leader shows an indifferent attitude towards subordinate welfare and task.

### **2.5.2 Transformational Leadership style**

Transformational leadership style on the other hand emphasizes that leaders and subordinates unite together to pursue higher order common goals such that both leaders and followers are able to raise each other to higher levels of motivation (Burns, 2015). This implies that the leader and subordinate purposes become one fused, united and collective purpose (Barker, 2007). Transformational leadership has four basic leadership dimensions too (Avolio & Bass, 2004). These include idealized influence, which is the behaviour of the leader that reflects the charisma of the leader and the pride, respect, faith and admiration the leader instils in subordinates. Secondly, inspirational motivation is emphasized in the leadership behaviour where the leader articulates a clear, appealing and inspiring vision for the subordinates. Thirdly, intellectual stimulation is that leadership behaviour where the leader solicits new and novel approaches for the performance of task and creative solutions from subordinates for problem solving while lastly, individualized consideration emphasizes leaders' respect for each subordinate and gives special concern to their growth, support and developmental needs.

### **2.5.3 Autocratic Leadership Styles**

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. In education autocratic leader typically make choices based on his or her

ideas and judgments and rarely accept advice from follow teachers. Autocratic, where the leader is strict, forceful, task-oriented and works with authority, focusing subordinates towards the task (Muijis & Harris, 2002; Mullins, 2002). Power and decisions centrally generated from the school head, and strict and coercive school leaders/head teacher. Since this style of leadership usually only involves one person deciding, it authorizes quick decision making. Although the autocratic style is relatively out of favor, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not useful.

An organisation is unlikely to survive in a contemporary market if it does not consider human capital as its key success factor (Mayo, 2001, Armstrong, 2008; Pennig & Traut, 2009). An organization will not build its competitive advantage being unaware of how to manage that capital, either. Understanding relations between corporate and individual objectives and, consequently, individual and corporate performance, has become a vital issue in performance management. Such a view on performance management links it closely to the strategic human resources management, which focuses on integrating organizational objectives with human resource policies, in order to execute a business strategy and fulfil a mission of an enterprise effectively (Wei, 2006; Inyang, 2010).

Employees' awareness of their contribution to a corporate strategy stimulates involvement in meeting long- and short-term objectives, and consequently triggers increase in a value of an enterprise and its market position (Inyang 2010). In the context of linking strategic human resources management with performance management a leadership style, understood as a choice of measures to influence employees and stimulate performance-oriented actions, needs to be considered. In particular a difference between autocratic and democratic approach is vital. The two opposing



styles are distinguished based on ways in which leaders set directions for development, work out and execute plans or interact with their subordinates.

The autocratic leaders make vital decisions on their own, whereas democratic ones look for consensus, consulting decisions with subordinates (Cellar, 2001; Maloş 2012). The first also prefer to establish strict regulations, control processes and remain in formal, professional relationships with their subordinates, while the other provide guidance, empower subordinates to make the best use of their competencies and talents, and prioritize social aspects of group work (Maloş, 2012). They also reward employees for commitment and prefer not to penalize mistakes but work on problems instead. Empowered employees feel more responsible for meeting goals (Cellar, 2001).

The autocratic leadership style does not instill learning mentality which is crucial to stimulate proactive attitudes among employees (Pennig & Traut, 2009). A lack of consultation with subordinates may cause that opportunities are missed and risks are underestimated. Democratic leaders, on the contrary, involve employees in discussion on business prospects and consultations on emerging and foreseen problems. Consequently, employees are more committed to their work and willing to release creativity as results of the confidence entrusted. The democratic approach stimulates also quality assuring behaviors (Cellar, 2001).

Nonetheless, the autocratic leadership should not be showed in bad light only. Autocratic leaders give their subordinates clear and short instructions on what to do and how to do it. This helps to perform tasks effectively, solve identified problems, and meet targets or deadlines, in particular when time is a critical factor (Archer, 2008). Consequently, performance may increase on a short-run (Arifin, 2015). On the other hand, democratic leadership has a major disadvantage. Time required to move onwards is extended. To counterbalance that adverse effect, democratic leaders should aim at

developing highly-motivated, but smaller teams (Asare, 2011), what is a good option for small and medium sized companies.

Unfortunately, in smaller businesses, the autocratic leadership style is much more frequent than the democratic one. It is an unwelcome situation, since an intellectual stimulation is essential in SMEs, where leaders have a closer contact to all employees and can effectively encourage employees' creative thinking and implementing innovative ideas. Therefore, they may focus on unstandardized solutions offering a better adjustment to the changing business environment. Team-working in small groups, where individual members become closer to one another causes that employees feel committed to performing tasks, since their efforts and performance may be easily noticed and appreciated. employees depends to a significant degree on quality of work life.

#### **2.5.4 Democratic Leadership Style**

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. A leadership style is a leader's method of providing direction, implementing plans, and motivating people. In this type of leadership, the leader and teachers jointly take responsibility for course of action made and decisions come from bottom-up (Ogweng, 2016). The head teacher loves collective decision making, and academic decisions are generated from bottom i.e. lower staff to the top. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters and were success after consultation and communication with various people in the organization. Njuguna (2013) argues that, head teachers rated as being democratic have high academic

performance than autocratic head teachers. Leaders who use democratic style in decision-making encourage group discussion and believe in decision making through consensus.

A number of studies conducted on educational leadership indicated that the democratic leadership style was the most dominant in best performing Basic schools. The findings from studies recommended that democratic leadership style is the one which promotes high teachers' job satisfaction among teachers. Other studies also indicated that this style contributes to promote high teachers job satisfaction in primary schools. There is significant correlation between democratic leadership style and teachers' job satisfaction. In regard the study demonstrated that in best performing schools the current level of teachers' job satisfaction is high while in poor performing schools the current level of teachers' job satisfaction is low. It has been widely recommended that school head teachers should imbibe more of democratic than autocratic or Laissez-faire leadership styles in their school administration in order to enhance high teachers job satisfaction among teachers (Machumu & Kaitila, 2014). The democratic leadership style thrives on participatory, consultative, directives and supportive approaches.

### **2.5.5 Laissez faire Leadership Styles**

Laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members. In laissez faire, the leader feels things should take their own course no strictness and there is giving away of power to subordinates and there is no close supervision of task implementation (Cole, 2002).

Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert & Milbrey, 2014).

The French term "laissez-faire" is mostly used in economics and political sciences to define a policy of minimum governmental interference in the economic affairs of individuals and society Hackman and Johnson (2009). In leadership literature, laissez-faire refers to a "hands-off, let things-ride" approach (Northouse, 2013) to influencing individuals in the workplace. Bass and Avolio (2012) describe laissez-faire leadership as "the absence of leadership" and "the avoidance of intervention". Laissez-faire leaders tend to behave as if they are abdicated from the responsibilities and duties assigned to him/her (Lewin, Lippit & White, 2014). This leadership style resembles "impoverished management" detailed by Blake and Mouton (1985) by describing a leader exerting minimal effort to get required work done and showing minimal concern for subordinates (Einarsen, Aasland & Skogstad, 2007). According to Lewin (2013), although laissez faire leaders have been nominated to leadership positions and physically occupy these positions, they ignore the responsibilities and duties assigned to them. Based on this, laissez-faire leadership should be regarded not only as "lack of presence", also as "zero leadership".

Einarsen and colleagues (2007) argue that laissez-faire leadership violates the legitimate interests of the organizations and their employees by undermining organizational objectives and /or subordinates well-being. Bass and Avolio (2012) on the other hand, regards laissez-faire leadership as an ineffective leadership style

together with active corrective leadership (leading by monitoring and focusing on mistakes) and passive corrective leadership (waiting for things to go wrong before intervening). Recent years have witnessed a surge of interest in the analysis of trust. Many studies tried to pinpoint the antecedents and correlates of trust, especially in organizational settings. This increased attention could be attributed to the impact of trust on gaining and sustaining competitive advantage. In a number of studies, trust was found to increase profitability, reduce turnover rates (Bono & Judge, 2004), and enhance cooperation (Brown & Owusu, 2014), commitment and motivation (Burns, 2015).

Despite these positive consequences and suggestions made to foster the trust, many organizations still suffer from lack of trust. Beach and Reinhartz (2000) claimed that four in five employees had suspicions about the intentions of the organizations. Similarly, Bush (2005) reported that nine out of every 10 employees have reported experiencing some sort of breach of trust in the workplace on a regular basis. Given the fact that the feelings of distrust and cynicism could erode employee loyalty; thereby make employee retention difficult, new studies are needed to understand how management, particularly managers/leaders play a role in the development of trust.

As Skogstad, Einarsen, Torsheim, Aasland and Hetland (2007) noted empirical research on destructive leadership behaviors is relatively limited despite the plausible devastating consequences for subordinates and organization. Known as “absence of leadership” (Bass & Avolio, 2012), laissez-faire leadership could be regarded as a special type of destructive leadership since laissez-faire leaders do not show interest in subordinates’ needs, take decisions and give feedback on time. These leaders are not able to meet the legitimate expectations of their

followers/subordinates, therefore they are argued to create role conflicts, role ambiguities (Castangno, 2005) and disagreements with coworkers (Skogstad et al., 2007). Although the destructiveness and negative side of laissez-faire leadership has been acknowledged by researchers, only limited number of studies (e.g., Kelloway, 2005; Skogstad, 2007) addressed the negative consequences of laissez-faire leadership on subordinates and organizations.

## **2.6 Teacher's Job Performance**

According to Mullins (2002), subordinates need motivation, development and guidance in order to perform well in the right areas. The head teacher needs to understand on how to make work more satisfying for staff and to overcome obstacles to effective performance. The strength of performance management in education is located firmly in the work of Individual teachers. Fundamentally the paradigm for performance management is strong leadership and management (Tranter & Percival, 2004). Research has found out that the behavior of managers and their style of management will influence the effort expended and level of performance achieved by subordinate staff (Mullins, 2002).

Teachers' performances are evaluated using assessments. Assessment defines as any procedure or activity that is designed to collect information about the knowledge, attitude or skills of the learner or group of learners (Greaney, 2011). Thus, in the context of education, assessment can be defined as a predetermined process through which the quality of a student's performance in the three domains of educational objectives (cognitive, affective, and psychomotor) is judged (Awofala & Babajide, 2013). Assessment in its broadest sense can be divided into: unstructured/unplanned and structured /planned assessment. The former (unstructured assessment) covers activities

such as: the series of spontaneous questions that teachers ask a sample of the class, during/after an instruction; to determine whether the lesson(s) in the instruction were understood, or even those unplanned class exercises that are given by teachers to students, to occupy them momentarily (without necessarily taking note of them).

According to the studies of (Abdul, 2015; Sabariah, 2008 & Cheah, 2008) mainly focused on teachers' commitments caused by principal leadership traits. Researchers such as (Avolio, 2009) and (Bass, 2008), Sabariah (2008) found that transformational (TF) leaders tend to generate higher follower commitment as compared to transactional (TS) leadership or laissez faire leadership. Geijsel, et al, (2009) further suggest that TF leadership is the type of leadership that subordinates have in mind when they describe their ideal leader. In the case of nurturing (NT) leadership, leaders have the responsibilities to instill positive work values beside his affection, personal care, and warmth for the subordinates before he or she can lead. The NT caring attitude will in return strengthen the subordinates' sense of competence and self-sufficiency. Subordinates eventually will reduce the salience of dependency, personalized relationship, and status differentials among the leader-follower relationship. These eventually allow his subordinates to look for more freedom, autonomy and more recognition and to contribute to the task (Sinha, 2010).

A teacher is a vibrant force of the school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood and a shadow without a substance. To discharge their teaching work effectively teachers need to have a suitable and properly resource, working environment, need to be adequately compensated to increase their commitment to their duties, adequately informed to promote innovations, involving in decision making, well maintained and furnished school buildings as well as sufficient classroom materials and resources.

## **2.7 Association between leadership style and teachers' job performance**

The purpose of leadership in the school systems according to Beach and Reinhartz (2000) are: to develop educational goals, control and co-ordinate educational activities, motivate teachers and other staff, solve problems in educational organization, develop teaching professionalism and evaluate or assess educational outcomes.

The term “leadership” has been given different definitions, but from an educational view, leadership is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000). Similarly, Glickman (2004) shared the above idea as leadership denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community. Glickman et al further went on to say that the word also implies that these same person will work together to make the vision a reality – to build a democratic community of learning based on moral principles calling for all students to be educated in a manner enabling them lead fulfilling lives and contributing members of a democratic society.

Leadership in schools, as reported by Glickman (2010), is the glue to a successful school. It is successful school leadership that draws together the various instructional effectiveness into whole-school action. These schools link their instruction, classroom management, direct assistance to teachers and curriculum development under a common purpose to achieve their objectives. In other words, teachers accept common goals for students and consequently complement each other's teaching. Leaders therefore work with teachers in a manner that is consistent with the



way teachers are expected to work with students. Thus, regardless of the socio-economic setting or physical characteristics of the school, there is a common association that keeps the staff together and creates consistency among the schools' various elements. This association is the vehicle by which some persons or group of people are responsible for providing a link between individual teacher needs and leadership goals so that individuals within the school can work in harmony towards their vision of what the school should be.

According to Enaigbe (2009) indicated association between the direct, oversee and guide to make sure that expected standards are met. Durotulu (2002) also noted the association between the various types of leadership and teachers' job performance. He defined leadership as "the day-to-day guidance of all educational operations, coordination of the detailed work and cultivation of good working inter-personal relations among all people involved in the teaching-learning process" (Durotulu, 2002, p. 44).

Furthermore, according to Chiovere (2015) leadership involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level. It is therefore evident that a headmaster or headmistress as leaders should have a requisite skills for effective discharge of his or her supervisory role. Similarly, the association of leadership highlighted above implies that the focus of leadership in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students' learning performance. Principles of educational leadership are concerned with the total improvement of teaching and learning situation. In line with this, (Qasim, 2010) stated that leadership has the following principles: (1) There should be short-term, medium-

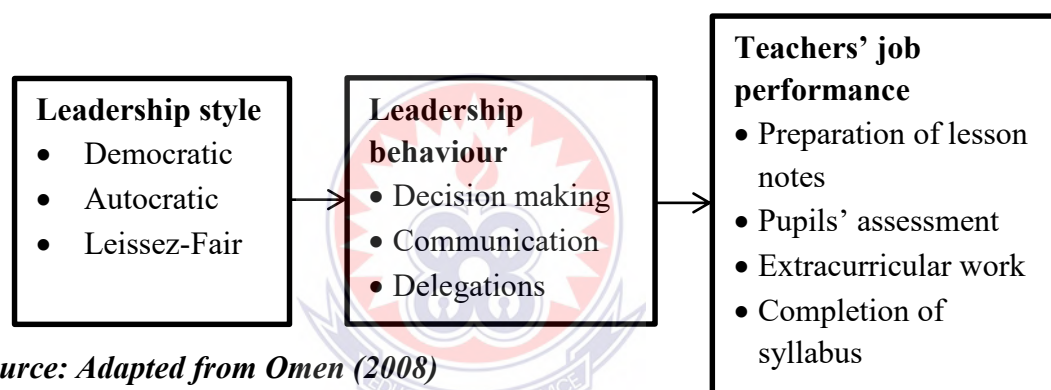
term and long-term planning for supervision. (2) Supervision is a sub-system of school organization. (3) All teachers have a right and the need for supervision. (4) Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel. (5) Supervision should help to clarify educational objectives and goals for the heads and the teachers. (6) Supervision should assist in the organization and implementation of curriculum programs for the learners. (7) Supervision from within and outside the school complements each other and are both necessary.

According to Harris (2016) cited by Osae, in order to measure the performance of a worker, an association has to observe on the job over a period of time. It is inferred that the leadership is familiar with the individual with regard to performance and the fact that he has had the opportunity to observe the actual performance for a long time. Appraising the performance of the staff is the duty of the leader to determine the improvement on the staff performance as well as the involving complexity. The appraisals are set in order to supervise the accomplishment of the job, goals, and standards. This can also be done in day-by-day basis, as far as it is responding on the changing needs of the staff and their phases of improvement (PATH, 2003).

## **2.8 Conceptual Framework**

Conceptual framework is an analytical tool with several variations and contexts. It refers to the tool in research that aims at enabling the researcher to develop awareness and understanding of the situation under scrutiny and to communicate it to the reader (Kombo & Tromp, 2006). A well-formed conceptual framework enables the researcher to show how the basic concepts and constructs interacts each other in the actual setting and experience within which the research study is conducting. This study develops a conceptual framework that addresses the interaction and association between head

teachers' leadership style and teachers' job performance. This framework suggests that the independent variable is conceptualized as consisting of three leadership styles (democratic, autocratic and laissez-faire) measured in form of head teachers involvement in decision making, communication to teachers and delegation of duties to teachers while the dependent variable was teachers' job performance which is conceptualized as scheme, lesson, and material preparations, teaching and learning aids preparation, assessment and extra-curricular activities.



*Source: Adapted from Omen (2008)*

**Figure 1: Conceptual framework of leadership styles and teachers' job performance in Medie Circuit, 2021**

## 2.9 Summary

The literature reviews depict that, the study is more established in other contexts and countries other than Ghana. Since it is not yet well empirically established in the context of Ghana and particularly Medie Circuit of Ga West, the study intends to fill the gaps by focusing on Basic schools from Medie Circuit of Ga West. In that sense “An assessment of the effects of head teachers' leadership style on teachers' job performance in some Basic Schools in Medie Circuit of Ga West” is therefore

employed. This study intends to assess the effects of head teachers' leadership styles on teachers' job performance in different areas from the previously studied areas.

In an era where democracy is the largely seen the norm for civilization, preference should be given more to participatory leadership system. This is because Ghana cannot and should not be out of step with the rest of the world. Apparently, it is the ideology of participatory school system that is behind the ongoing curricula reform in the basic schools and that should be applauded. The related literature under review is linked to the nature of leadership on teachers' job performance. Different perspective of leadership in relation to teaching and learning has been dealt with.



## **CHAPTER THREE**

### **3.0 METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methods that were used to execute the study. It describes the research design, the population, sample and sampling techniques and the data gathering instruments. It also describes the data collection and analysis procedures.

#### **3.2 Research Design**

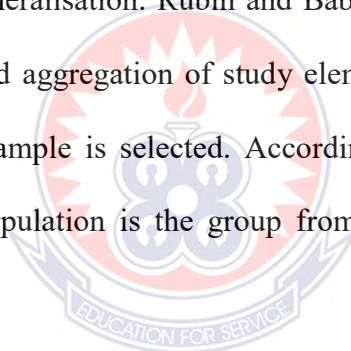
The study employed descriptive cross-sectional design which is basically aimed at gathering facts, opinions and attitudes for the purpose of description, explanation, exploration and to answer questions concerning the subject under study (Gay, 2012). Descriptive research specifies the nature of a given phenomenon, determines and reports the way things are. It involves collecting data in order to test hypothesis or answer research questions concerning the current status of the subject of the study (Gay, 2012). It is also used to assess and predict the views, reactions or standings of a large number of people on a limited topic.

This design, according to Frankel and Wallen (2013) has the advantage of providing more accurate practice of event and seeks to explain respondents' perception and behavior on the basis of the data gathered at a point in time. Seifert and Hoffnun

(2014) however state that possible error could occur as a result of different individuals selected by chance. Again, it may produce unreliable results because it delves into private matters that people may not be completely truthful about the study. The design however, is considered the best to ascertain the effects of leadership styles on teachers' job performance in Basic schools in Medie Circuit, Ga West District.

### **3.3 Population**

The population of the study comprised Head-teachers and classroom teachers in the seven (7) Basic schools in the Medie Circuit of Ga West District since leadership is found in all the Basic schools in the Circuit hence the need for the researcher to cover the whole Circuit for generalisation. Rubin and Babbie (2001) defined population as the theoretically specified aggregation of study elements. The population is a larger group from which the sample is selected. According to Ary, Jacobs and Razavieh (2015) the accessible population is the group from which the researcher takes the sample for the study.



### **3.4 Sample and Sampling Technique**

The sample size was determined using the Krejcie and Morgan (1970) sample size determination table. The underlying formula for the table adopts a margin of error ( $d$ ) of 0.05. The chosen ( $d$ ) corresponds to a z-value ( $z$ ) 1.96. It also adopts population proportions ( $p$ ) of 0.05 and ( $q$ ) of 0.05. For teachers population of 110, the matrix yielded a sample size of 86. All the seven (7) head teachers in the circuit were used due to their smaller number to increase the power of generalisation. Therefore the study sample size was ninety-three (93).

Simple random sampling method was used in the selection of the teachers. Names of the teachers were collected from the Circuit Supervisor (CS) or the District Education Directorate. Numbers were assigned to all the teachers and written on slips of paper and selected randomly until the required sample size of 86 for the teachers is met. The power of simple random sampling method is the ability to generalize findings for the entire population (Rubin & Babbie, 2001).

### **3.5 Research Instrument**

After a thorough consideration of the factors that determine the appropriateness of an instrument for research, questionnaire was used. The choice of the data collection instrument is invariably determined by a number of circumstances. It is due to cost, time availability, purpose of the study, type of the research and the recovery rate. Twumasi (2001) opined that questionnaire is widely used for collecting data in educational research as it is very efficient for securing data about procedures and conditions and for inquiring into the opinions and attitudes of the subjects. He again stated that it is very effective method as many respondents could be reached within time limit. The questionnaire was structured into five sections of A, B, C and D. Section 'A' sought information from the demographic profile of the respondents, section 'B' focused on the leadership styles. Section 'C' dealt with type of leadership teachers prefer. Section 'D' looked at the teachers' job performance and section E dealt with the association between leadership styles and teachers' job performance.

### **3.6 Pilot -Testing**

The purpose for the pilot-testing was to get the errors out of the instrument so that the respondents would experience no difficulties in completing the questions and

also enable one to have initial analysis to see whether the wording and format of questions is appropriate (Bell, 2005). The questionnaire was piloted on 3 head teachers and 15 teachers from three basic schools (Opa M/A, Sarpeiman M/A and Kuntunse M/A schools) in Sarpeiman Circuit in Ga West District. These schools were used because they had similar characteristics as the Medie Circuit to determine its validity and reliability. The purpose of the pilot test enabled the researcher to make necessary changes to items which were inappropriate and determine the level of ambiguity of the questions for corrections. Items which were not clear to respondents were modified.

### **3.7 Validity of instrument**

According to Bell (2005), validity is the degree to which a test measures what it is supposed to measure. The researcher will test for the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned. The validity of the instrument will be established through expert opinion of the supervisor, literature searches, and pilot-testing of the questionnaire. The researcher contacted the supervisor to assess the items and determined whether they measured the intended purpose. The supervisor analysed the items and the necessary corrections done.

### **3.8 Reliability of instrument**

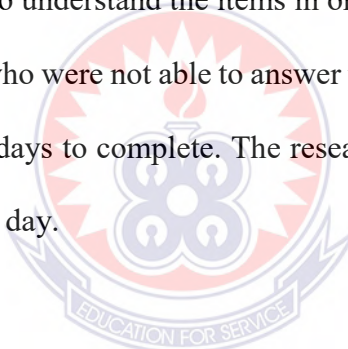
Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials (Bell, 2005). A reliability test was conducted using Cronbach Alpha to determine the reliability of the questionnaire items for the main data. In order to obtain the reliability of the instrument, the questionnaire



was administered on the same group of subjects twice in the pilot study and gave one week interval between the first and second test and the coefficient of reliability from the two tests correlated to be 0.817 Cronbach Alpha. The Cronbach Alpha was considered appropriate to use since almost all the items in the questionnaire have multiple scores.

### **3.9 Data Collection Procedure**

The researcher visited all the respondents within five working days. As the sample size was not all that large, the researcher personally administered the questionnaire to avoid bias. This ensured confidentiality and high response rate and assisted the respondents to understand the items in order to get the right answers to the questions. Respondents who were not able to answer the questions on the first day were given the chance of five days to complete. The researcher went back to collect all the questionnaires on the last day.



### **3.9 Data Analysis**

Data were analysed using both descriptive and inferential statistical methods (cross tabulation) with chi-square and p-value used. Data were coded and keyed into Statistical Package for Social Sciences (SPSS) software version 20.0 for analysis. The completed questions were carefully coded and considered one after the other. The data were analyzed using relative frequency tables and chi-square/p-value to test for the association between leadership styles and teachers' job performance. Percentages were used for the data analysis because it was simple to use and helped in representing facts clearly. Tables were built from the responses made by the respondents and the percentages computed.

### **3.10 Ethical Issues**

Ethical clearance was sought from the University of Education, Winneba as a requirement for the conduct of this study. Also, permission was sought and granted by the University. Letter of introduction from the University of Education, Winneba was sent to the District Education Director, heads of various Basic Schools to seek for approval to carry out the study and collect data from the teachers and head teachers. The purpose of this study was to investigate the effects of head teachers' leadership styles on teachers' job performance in Basic Schools in Medie Circuit in Ga West District.

Written consent was sought from the teachers and head teachers prior to participating in the study. Each participant was taken through the study purpose and eligible persons were made to sign a consent form to indicate their acceptance to be part of the study. All activities concerning the collection of data were carried out with strict adherence to all state protocols that prevent the transmission of the Corona virus. To achieve this, all research assistants were provided with Personal Protective Equipment (PPE's) for their use and distribution to all respondents where necessary. All research assistants were trained on the proper use of the PPE's so they could pass it on to the respondents to prevent spread of the Corona virus. A social distancing of at least 2 meters was maintained between the researcher and the respondents during data collection. Personal Protective Equipment (PPE's) that were provided included face mask and alcohol-based hand sanitizers (70%).

The researcher anticipated no potential risks of participation to participants. Most of the questions were non-sensitive to inflict any emotional injury on participants. Participants were assured of confidentiality and privacy of the information was

provided. Information was gathered with a structured questionnaire semi-structured interview. The data were for academic purposes only and were protected by storing in a lockable cabinet. Data files on computers and external hard drives were protected with security codes (password) to prevent easy access by other persons. Participants were assured that participation in this research is entirely voluntary. They were free to withdraw their consent and discontinue participation in this study at any time without prejudice from the study team.



## CHAPTER FOUR

### 4.0 RESULTS

#### 4.1 Introduction

This chapter presents the data analysis using descriptive as well as cross tabulation analysis. The analysis for the study has been categorized according to the objectives of the study. All the 93 respondents' questionnaires were retrieved for analysis making 100% response rate.

#### 4.2 Demographic characteristics of respondents

Table 4.1 presents the age range of the respondents (both teachers and head teachers). The majority of the teachers 40 (46.5%) were within the age range of 31-36 years while the majority of the head teachers were 43 and above years.

**Table 4.1: Age range of respondents**

Variables	Teachers F (%)	Head Teachers F (%)
<b>Age</b>		
25-30yrs	21(24.4)	0(0.0)
31-36yrs	40(46.5)	2(28.6)
37-42yrs	18(20.9)	1(14.3)
Above 43yrs	7(8.1)	4(57.1)
Total	86(100.0)	7(100.0)

*Source: Author's field work, 2021*

From table 4.2, the majority of the teachers 64 (74.4%) were females while 4 (57.1%) of the head teachers were males.

**Table 4.2: Sex of respondents**

<b>Variables</b>	<b>Teachers F (%)</b>	<b>Head teachers F (%)</b>
<b>Age</b>		
Male	22(25.6)	4(57.1)
Female	64(74.4)	3(42.9)
Total	86(100.0)	7(100.0)

*Source: Author's field work, 2020*

Table 4.3 shows the respondents' highest educational certificate. Most of the teachers 52 (60.5%) had 1<sup>st</sup> Degree followed by Diploma 30 (34.9%). The majority of the head teachers 5 (71.4%) also had 1<sup>st</sup> Degree as their highest educational certificate.

**Table 4.3: Respondents highest educational certificate**

<b>Variables</b>	<b>Teachers F (%)</b>	<b>Head teachers F (%)</b>
<b>Highest educational certificate</b>		
Diploma	30(34.9)	0(0.0)
1 <sup>st</sup> Degree	52(60.5)	5(71.4)
Masters	4(4.7)	2(28.6)
Total	86(100.0)	7(100.0)

*Source: author's field work, 2021*

Table 4.4 depicts the marital status of the respondents; majority of the teachers 43 (50.0%) were married while 2 (2.3%) were widows. On the part of the head teachers, an overwhelming majority 6 (85.7%) were married as against 1 (14.3%) been single.

**Table 4.4: Marital status of the respondents**

<b>Variables</b>	<b>Teachers F (%)</b>	<b>Head teachers F (%)</b>
<b>Marital status</b>		
Single	38(42.2)	1(14.3)

Married	43(50.0)	6(85.7)
Divorced	3(3.5)	0(0.00)
Widowed	2(2.3)	0(0.00)
Total	86(100.0)	7(100.0)

*Source: Author's field work, 2021*

Majority of the teachers 45 (52.3%) and the head teachers 4 (57.1%) had worked between 6-20 years as shown in table 4.5.

**Table 4.5: Number of years respondents had worked as teachers/head teachers**

Variables	Teachers F (%)	Head teachers F (%)
<b>Years of work as a teacher/Head teacher</b>		
Less than 2yrs	11(12.8)	0(0.0)
3-5yrs	24(27.9)	1(14.3)
6-20yrs	45(52.3)	4(57.1)
21 years and above	6(7.0)	2(28.6)
Total	86(100.0)	7(100.0)

*Source: Author's field work, 2021*

#### **4.3 What are the most dominant leadership styles adopted by the Basic school head teachers in Medie Circuit in Ga West District?**

The majority of the teachers and the head teachers 73 (84.9%) and 6 (85.7%) respectively said the head teachers had received extra training to hold the position of the head teacher as shown in table 4.6. Most of the teachers 55 (75.3%) stated that head teachers received extra training quarterly while 3 (50.0%) each of the head teachers said they received extra training quarterly and yearly. Also majority of both teachers and head teachers 57 (78.0%) and 5 (83.3%) respectively said the head teachers had their extra training at the district level. Again, most of the teachers 49 (57.0%) agreed with the majority of the head teachers 4 (28.6%) that head teachers were strict during their supervisions. Furthermore, majority of the teachers 49 (57.0%) and head teachers 5

(71.5%) agreed that the head teachers used democratic leadership style as detailed in table 4.6.

**Table 4.6: The most dominant leadership styles adopted by the head teachers**

<b>Variables</b>	<b>Teachers F (%)</b>	<b>Head teachers F (%)</b>
<b>Whether head teachers have received extra training</b>		
Yes	73(84.9)	6(85.7)
No	6(7.0)	1(14.3)
Don't know	7(8.1)	0(0.00)
<b>Total</b>	<b>86(100.0)</b>	<b>7(100.0)</b>
<b>How often they receive training</b>		
Monthly	10(13.6)	0(0.00)
Quarterly	55(75.3)	3(50.0)
Yearly	8(10.9)	3(50.0)
<b>Total</b>	<b>73(100.0)</b>	<b>6(100.0)</b>
<b>Where they had their training</b>		
Local level	9(12.3)	0(0.00)
District level	57(78.0)	5(83.3)
Regional level	7(9.5)	1(16.6)
<b>Total</b>	<b>73(100.0)</b>	<b>6(100.0)</b>
<b>How head teachers relate with teachers during supervision</b>		
Very strict	20(23.3)	1(14.3)
Strict	49(57.0)	4(57.1)
Less strict	17(19.8)	2(28.6)
<b>Total</b>	<b>86(100.0)</b>	<b>7(100.0)</b>
<b>Leadership style used by head teachers</b>		
Democratic	49(57.0)	5(71.5)
Autocratic	26(30.2)	0(0.00)
Leiszez-Fair	11(12.7)	2(28.5)
<b>Total</b>	<b>86(100.0)</b>	<b>7(100.0)</b>

*Source: Author's field work, 2021*

#### 4.4 What are the teachers most preferred leadership styles in Medie Circuit in Ga West District?

From 4.7, majority of the respondents thus teachers 66 (76.7%) and head teachers 5 (71.4%) preferred democratic leadership style.

**Table 4.7: The most preferred leadership style by teachers**

Variables	Teachers F (%)	Head teachers F (%)
<b>Leadership style preferred by teachers</b>		
Democratic	66(76.7)	5(71.4)
Leissez-Fair	20(23.2)	2(28.6)
Total	86(100.0)	7(100.0)

*Source: Author's field work, 2021*

#### 4.5 What is teacher's job performance in Medie Circuit in Ga West District?

The 4.8 shows the teachers job performance in the circuit; majority of the teachers 67 (77.9%) and head teachers 7 (100.0%) said head teachers leadership style increased teachers' job performance. Teachers' job performance in the circuit was high as stated by the majority of the teachers 66 (76.7%) and the head teachers 6 (85.7%). According to the most of the teachers 42 (48.8%) leadership styles helped them improve teachers-student relationship while majority of the head teachers stated that leadership styles forced teachers to mark students' scripts. An overwhelming majority from both sides that is teachers 77 (89.5%) and head teachers 7 (100.0%) stated that there was association between head teachers' leadership style and teachers' job performance.

**Table 4.8: Teachers' job performance**

Variables	Teachers F (%)	Head teachers F (%)
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<b>Whether head teachers leadership style increase teachers performance</b>			
Yes	67(77.9)	7(100.0)	
No	19(22.1)	0(0.00)	
Total	86(100.0)	7(100.0)	
<b>Teachers job performance</b>			
High	66(76.7)	6(85.7)	
Low	20(23.2)	1(14.3)	
Total	86(100.0)	7(100.0)	
<b>How leadership style helps in teachers competence</b>			
It forces teachers to assess students often	22(25.6)	5(71.4)	
It helps teachers mark students scripts	12(14.0)	0(0.00)	
Teachers give standard questions	10(11.6)	0(0.00)	
It improves teacher-student relationship	42(48.8)	2(28.6)	
Total	86(100.0)	7(100.0)	
<b>Do you think there is association between leadership and teachers job performance?</b>			
Yes	77(89.5)	7(100.0)	
No	9(10.5)	0(0.00)	
<b>Total</b>	<b>86(100.0)</b>	<b>7(100.0)</b>	

*Source: Author's field work, 2021*

#### **4.6 What is the association between head teachers leadership styles and teachers' job performance in Medie Circuit in Ga West District?**

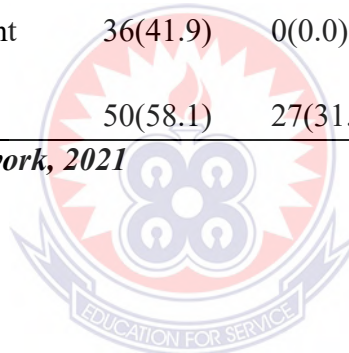
There was statistical significance between head teachers' leadership styles and teachers' job performance ( $p\text{-value} = 0.002$ ). Also, it was statistically significant ( $p\text{-value} = 0.000$ ) for head teachers leadership style and helping the school to achieve its objectives. Teachers' competence was also associated with head teachers' leadership style which was statistically significant ( $p\text{-value} = 0.000$ ) as detailed in table 4.9.

**Table 4.9: Bivariate analysis of association between leadership and teachers' job performance**

<b>Variable</b>	<b>Type of leadership style used</b>	<b>Total</b>	<b><math>\chi^2(p\text{-value})</math></b>
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	<b>Demographic F (%)</b>	<b>Autocratic F (%)</b>	<b>Leissez- Fair F (%)</b>	<b>F (%)</b>	
<b>T. performance?</b>					
Yes	38(44.2)	22(25.6)	7(8.1)	67(77.9)	
No	12(14.0)	5(5.8)	2(2.3)	19(22.1)	11.306(0.002)
Total	50(58.1)	27(31.4)	9(10.5)	86(100.0)	
<b>Helping school</b>					
Yes	45(52.3)	13(15.1)	8(9.3)	66(76.7)	
No	5(5.8)	14(16.3)	1(1.2)	20(23.3)	18.037(0.000)
Total	50(58.1)	27(31.4)	9(10.5)	86(100.0)	
<b>T. competence</b>					
It forces teachers to assess students	3(3.5)	17(19.8)	2(2.3)	22(25.6)	
It helps teachers to mark scripts	3(3.5)	8(9.3)	1(1.2)	12(14.0)	50.904(0.000)
Teacher give standard questions	8(9.3)	2(2.3)	0(0.0)	10(11.6)	
Improves teacher-student relationship	36(41.9)	0(0.0)	6(7.0)	42(48.8)	
Total	50(58.1)	27(31.4)	9(10.5)	86(100.0)	

*Source: Author's field work, 2021*



## CHAPTER FIVE

### 5.0 DISCUSSION

## **5.1 Introduction**

This chapter presents the discussion of the key findings that were found on effects of head teachers' leadership style on teachers' job performance in basic schools in the Medie Circuit in Ga West District. The research was conducted on sample size of 93 comprising 86 teachers and 7 head teachers with all respondents able to complete and return the questionnaires duly filled making a response rate of 100%.

## **5.2 What are the most dominant leadership styles adopted by the Basic school head teachers in Medie Circuit in Ga West District?**

Majority of the teachers and head teachers stated that the head teachers used democratic leadership style as detailed in table 4.6. The use of democratic leadership could be due to the fact that the majority of the head teachers received extra training on leadership. Since leadership style is the manner and approach of providing direction, implementing plans and motivating people, head teachers must involve their teachers in all facets of their activities to be able to achieve the organisational goal and aspirations. This finding supports studies like Jasbi (2011) stating that leadership style is made up of a set of approaches, qualities and skills in the head teachers, which are formed on the basis of four factors: values, trusting employees, leadership direction and a sense of security shaped in important situations. Every head teacher performs their main tasks in a way that might have differences with other head teachers however, the involving teachers in decision make is very important for sense of ownership.

A leader cannot work alone, he/she must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goals. This implies that, a leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader

lead. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style.

The finding is also in line with Ogweng (2016) stating that democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. A leadership style is a leader's method of providing direction, implementing plans and motivating people. In this type of leadership, the leader and teachers jointly take responsibility for course of action made and decisions come from bottom-up. Head teachers using this leadership style suggest that they loved collective decision making and academic decisions are generated from bottom i.e. lower staff to the top. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters and success are achieved after consultation and communication with various people in the organization.

Njuguna (2013) supports that, head teachers rated as being democratic have high academic performance than autocratic head teachers. No wonder in this study majority of the head teachers were master degree holders. Leaders who use democratic style in decision-making encourage group discussion and believe in decision making through consensus. A number of studies conducted on educational leadership indicated that the democratic leadership style was the most dominant in best performing Basic schools which is not different from this current study.

The findings from studies recommend that democratic leadership style is the one which promotes high teachers' job satisfaction and performance among teachers. Other studies also indicated that this style contributes to promote high teachers job

satisfaction in primary schools. There is significant correlation between democratic leadership style and teachers' job performance. In regard the studies demonstrated that in best performing schools the current level of teachers' job satisfaction is high with democratic leadership style while in poor performing schools the current level of teachers' job satisfaction is low. It has been widely recommended that school head teachers should imbibe more of democratic than autocratic or Laissez-faire leadership styles in their school administration in order to enhance high teachers job performance among teachers (Machumu & Kaitila, 2014). The democratic leadership style thrives on participatory, consultative, directives and supportive approaches.

### **5.3 What are the teachers most preferred leadership styles in Medie Circuit in Ga West District?**

Majority of the respondents thus teachers and head teachers preferred democratic leadership style. This might suggest that the benefits of the democratic leadership style outweigh the types of leadership styles hence its preference among both the teachers and their head teachers. This finding corroborate with study conducted by Barker (2007) stating that in order to enhance high-academic excellence in educational performance, it is important to deal with effective leadership styles performed by head teachers, as they indeed play the most important role for determining students' excellence in academic performance. It is therefore essential that schools have effective leadership that involves all staff during decision making process.

However, according to Crum and Sherman (2008) leadership style of a head teacher depends on the leader's assumptions about human being, human nature and human learning. These assumptions consciously and unconsciously are the main foundation for decision making and choosing a leadership style. The leadership may

also vary depending on the situation and the kind of decision to be made. This implies that no leader or head teacher would stick to one leadership style. The quality of leadership makes the difference between the success and failure of a school. Castangno (2008) further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement.

In a highly effective school, as well as schools which have reversed a trend of poor performance and declining achievement, it is the head teacher who sets the pace, leading and motivating pupils and staff to perform to their highest potential. For a long time now, leadership theory and research has focused on different leadership styles such as the autocratic, democratic, laissez-faire. The challenges confronting modern organizations to meet with higher performance, better job-satisfaction, increased morale and productivity in subordinates have led to the demand for better quality of leadership. Teachers less prefer power and decisions been centrally generated from the school head alone, and strict and coercive school leaders/head teachers. Since this style of leadership usually only involves one person deciding, it authorizes quick decision making hence the majority upheld democratic leadership style for school head teachers.

### **5.5 What is teacher's job performance in Medie Circuit in Ga West District?**

The majority of the teachers and head teachers said head teachers leadership style increased teachers' job performance. Teachers' job performance in the circuit was high as stated by the majority of the teachers and the head teachers. According to the most of the teachers leadership styles helped them improve teachers-student relationship while majority of the head teachers stated that leadership styles forced teachers to mark students' scripts. An overwhelming majority from both sides that is teachers and head teachers stated that there was association between head teachers' leadership style and teachers' job performance.

The higher teachers' job performance in the Circuit could be due to the fact that most of the head teachers used democratic leadership style which merits supersede other leadership types. Teachers see themselves to be part of the decision making and the actual execution of matters concerning the school. Leadership in schools, as agreed by Glickman (2010), is the glue to a successful school. It is successful school leadership that draws together various instructional effectiveness into whole-school action. These schools link their instruction, classroom management, direct assistance to teachers and curriculum development under a common purpose to achieve their objectives. In other words, teachers accept common goals for students and consequently complement each other's teaching. Leaders therefore work with teachers in a manner that is consistent with the way teachers are expected to work with students to improve academic and teachers' job performance.

School leadership implies that teachers and head teachers should work together to make the vision a reality – to build a democratic community of learning based on moral principles calling for all students to be educated in a manner enabling them lead fulfilling lives and contributing members of a democratic society. A teacher is a vibrant force of the school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood and a shadow without a substance. To discharge their teaching work effectively teachers need to have a suitable and properly resource, working environment, need to be adequately compensated to increase their commitment to their duties, adequately informed to promote innovations, involving in decision making, well maintained and furnished school buildings as well as sufficient classroom materials and understanding head teacher which has been captured in several studies like (Beach & Reinhartz, 2000; Sinha, 2010; Abdul, 2015; & Sabariah, 2008).

## **5.6 What is the association between head teachers leadership styles and teachers' job performance in Medie Circuit in Ga West District?**

An overwhelming majority from both sides (teachers and head teachers) stated that there was association between head teachers' leadership style and teachers' job performance. After bivariate analysis for the association between head teachers leadership style and teachers job performance, the following variables proved statistically significant; teachers' performance, helping school achieve its goals and building teachers' competence. This suggests that head teachers actions and inactions affect school organization as a whole. Teachers' competence and actual performance depend on the head teacher. This is because newly trained teachers may not have the experience to deliver hence depend on the experienced head teacher for their on the job training. Without the assistance from the head teachers these inexperienced teachers may not be able to deliver to help achieve the goals of the school hence the high association between the head teachers' leadership style and teachers' job performance.

Regardless of the socio-economic setting or physical characteristics of the school, there is a common association that keeps the staff together and creates consistency among the schools' various elements. This association is the vehicle by which some persons or group of people are responsible for providing a link between individual teacher needs and leadership goals so that individuals within the school can work in harmony towards their vision of what the school should be.

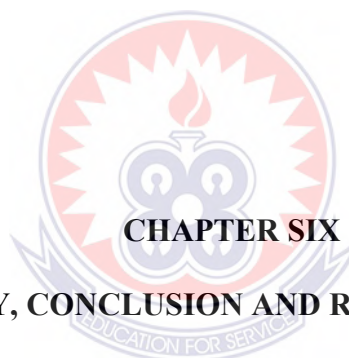
This finding is in line with Enaigbe (2009) who indicated association between the direct, oversee and guide to make sure that expected standards are met depends on the relationship between teachers and their head teachers. Durotulu (2002) also noted the association between the various types of leadership and teachers' job performance. He defined leadership as "the day-to-day guidance of all educational operations,



coordination of the detailed work and cultivation of good working inter-personal relations among all people involved in the teaching-learning process” (Durotulu, 2002, p. 44).

Furthermore, according to Chiovere (2015) leadership has association with the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects, attainment of stated aims, objectives and goals of an education system at a given level. It is therefore evident that a headmasters as leaders should have a requisite skills for effective discharge of his or her supervisory role. Similarly, the association of leadership highlighted above implies that the focus of leadership in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students’ learning performance which are all done and monitored by the head teacher.

This finding was also observed in Harris (2016), in order to measure the performance of a worker, an association has to observe on the job over a period of time. It is inferred that the leadership is familiar with the individual with regard to performance and the fact that he has had the opportunity to observe the actual performance for a long time. Appraising the performance of the staff is the duty of the head teacher to determine the improvement on the staff performance as well as the involving complexity. The appraisals are set in order to supervise the accomplishment of the job, goals, and standards. This can also be done in day-by-day basis, as far as it is responding on the changing needs of the staff and their phases of improvement.



## **6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **6.1 Summary**

The objective of the study was to investigate the effects of head teachers' leadership styles on teachers' job performance in basic schools in the Medie Circuit in Ga West District. The study used a sample size of 93 that is 86 teachers and 7 head teachers in the basic schools in the circuit. The study used cross-sectional study design with quantitative study type. The results indicate that majority of the teachers were females while most of the head teachers were males. Consequently majority of the respondents stated that most of the head teachers used democratic leadership and also received extra training on good leadership. Again, majority of the respondents preferred democratic leadership style to other types of leadership styles.

On teachers job performance in the circuit, majority of the teachers 67 (77.9%) and head teachers 7 (100.0%) said head teachers leadership style increased teachers' job performance. Teachers' job performance in the circuit was high as stated by the majority of the teachers 66 (76.7%) and the head teachers 6 (85.7%). According to the most of the teachers 42 (48.8%) leadership styles helped them improve teachers-student relationship while majority of the head teachers stated that leadership styles forced teachers to mark students' scripts. An overwhelming majority from both sides that is teachers 77 (89.5%) and head teachers 7 (100.0%) stated that there was association between head teachers' leadership style and teachers' job performance.

Also, There was statistical significance between head teachers' leadership styles and teachers' job performance ( $p\text{-value} = 0.002$ ). Also, it was statistically significant ( $p\text{-value} = 0.000$ ) for head teachers leadership style and helping the school to achieve its objectives. Teachers' competence was also associated with head teachers' leadership style which was statistically significant ( $p\text{-value} = 0.000$ ).

## 6.2 Conclusion

From the findings the study concludes that regular training of head teachers helps manage their schools and teachers well. This contributes greatly to the achievement of good teacher-head teacher and students' relationship. The study concludes that teachers prefer democratic leadership style to other types of leadership. Teachers prefer being involved in all decision making in the school. It is also concluded that when teachers are involved in decision making, they will be less likely to be involved in anti-leadership activities. This provides love, nurturance, empathy, acceptance, guidance, information and material resources to the children, the findings

reveals that the involvement of teachers greatly influences the development of the school and the total achievement of the institutional goals.

The study concludes that there is relationship between teachers' job performance and head teachers leadership styles. Therefore head teachers behavioral characters are bound to contribute consistently in influencing the behavior of the teacher and students.

### **6.3 Recommendations**

1. The Ghana Education Service should intensify the extra training giving to the head teachers so that they would always recognize the contributions of their teachers in the various basic schools in the circuit.
2. The Ghana Education Service should train the head teachers on all the leadership styles paying particular attention to democratic leadership style which most of the teachers prefer.
3. Though the teachers' job performance was high in the circuit, head teachers should continue engaging their teachers in all aspect of their activities so there will be upward improvement in teachers' job performance.
4. Since there is association between head teachers' leadership style and teachers job performance, head teachers should always choose leadership style accepted by the majority of the teachers.



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## APPENDIX 1

### INTRODUCTORY LETTER

I am Millicent Domfeh Yeboah conducting a study on The Effects of Head teachers' Leadership Styles on Teachers' Job Performance: A Case Study of Basic Schools in Medie Circuit in Ga West District in partial fulfilment for the award of Master in Educational Leadership at the University of Education, Winneba. You have therefore been selected to participate in the study. I would be grateful if you could give your frank response to the attached questionnaire which has been designed to collect data for the study. Please be informed that the information you would give would be used for academic purposes only and would be treated with utmost confidentiality. You are therefore guaranteed complete anonymity and no identification of information is requested or will be transmitted with your completed questionnaire. Participation is voluntary. Thank you for your co-operation.

Yours sincerely,

MILLICENT DOMFEH YEBOAH

.....

(POST GRADUATE STUDENT)

## APPENDIX 2: QUESTIONNAIRE

(HEAD TEACHERS)

### Section A: Demographic characteristics

Please tick (✓) and fill the information required in the places below.

1. What is your age range?

25-30 [ ]      31-36 [ ]      37-42 [ ]      43 and above [ ]

2. What is your sex?

Male [ ]      Female [ ]

3. What is your highest educational certificate?

Diploma [ ]      1<sup>st</sup> Degree [ ]      Master's degree [ ]      Others

specify.....

4. Marital status?

Single [ ]      Married [ ]      Divorced [ ]      Cohabiting [ ]      Widowed [ ]

5. How long have you worked as a teacher?

Less than 2yrs [ ]      3 – 5yrs [ ]      6 – 20yrs [ ]      21yrs and above [ ]

### Section B: Types of leadership styles adopted by head teachers

6. Have you been receiving extra training as a head teacher on leadership?

Yes [ ]      No [ ]

7. If yes, how often do you attend training on leadership roles?

Monthly [ ]

Quarterly [ ]



Yearly [ ]

Others,

specify.....

8. Where do you normally attend your training?

Local level [ ]

District level [ ]

Regional level [ ]

National level [ ]

9. How do you relate with your teachers during supervision?

Very strict [ ]

Strict [ ]

Less strict [ ]

10. Which of the following leadership styles do you mostly use as head teacher? (*please tick one*)

Democratic [ ]

Autocratic [ ]

Leissez-Fair [ ]

Others specify.....

11. Why do you normally use the leadership style you chose in item 11?

The teachers are very matured and needs less supervision [ ]

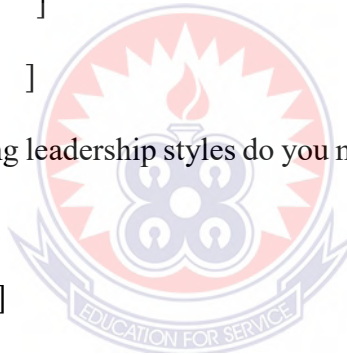
Teachers don't work if not supervised [ ]

Teachers must be given the free will to operate [ ]

Teachers must be ruled with iron hands for them to deliver [ ]

Teachers should be involved in decision making [ ]

Others specify.....



12. Do you think your leadership style is helping the school to achieve its goals

Yes [ ]

No [ ]

13. Do you intend to change your leadership style in future?

Yes [ ]

No [ ]

### Section C: Teachers' job performance

14. Does your leadership style increase teachers' job performance?

Yes [ ]

No [ ]

15. If yes, how?

My leadership offers teachers' (tick all applied)

Direct assistance in teaching [ ]

Group development [ ]

Professional development [ ]

Curriculum development [ ]

Action research [ ]

Facilitate change among teachers [ ]

Addresses diversity [ ]

Builds community [ ]

16. How does your leadership style help to improve teachers competence in students' evaluation?

It forces teachers to assess students regularly [ ]

It helps teachers to mark students scripts on time [ ]

Teachers give standard questions [ ]

It improves teacher-student relationship [ ]

**Section D: Type of leadership style teachers prefer most**

17. What type of leadership style do you think your teachers prefer most?

Democratic [ ]

Autocratic [ ]

Leissez-Fair [ ]

Others specify.....

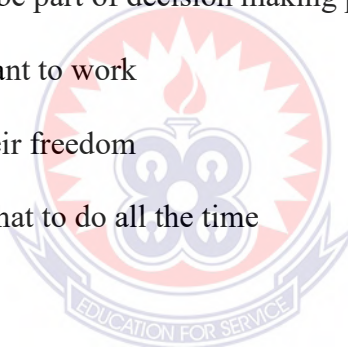
18. Your reason for item 17

Teachers want to be part of decision making process [ ]

Teachers don't want to work [ ]

Teachers want their freedom [ ]

Teachers know what to do all the time [ ]



**Section E: Relationship between leadership style and teachers' job performance**

19. Do you think there is association between head teachers leadership style and teachers' job performance?

Yes [ ]

No [ ]

Not sure [ ]

## QUESTIONNAIRE

(TEACHERS)

### Section A: Demographic characteristics

Please tick (✓) or write the information required in the places below.

1. What is your age range?

25-30 [ ]      31-36 [ ]      37-42 [ ]      43 and above [ ]

2. What is your sex?

Male [ ]      Female [ ]

3. What is your highest educational certificate?

Diploma [ ]      1<sup>st</sup> Degree [ ]      Master's degree [ ]      Others

specify.....

4. Marital status?

Single [ ]      Married [ ]      Divorced [ ]      Cohabiting [ ]      Widowed [ ]

5. How long have you worked as a teacher?

Less than 2yrs [ ]      3 – 5yrs [ ]      6 – 20yrs [ ]      21yrs and above [ ]

### Section B: Teachers' perception of head teachers' leadership types

6. Does your head teacher receive extra training on leadership?

Yes [ ]

No [ ]

Don't know [ ]

7. If yes, how often does he/she attend training on leadership roles?

Monthly [ ]

Quarterly [  ]

Yearly [  ]

Others, specify.....

8. Where does he/she normally attend the training?

Local level [  ]

District level [  ]

Regional level [  ]

National level [  ]

9. How does your head teacher relate with you during supervision?

Very strict [  ]

Strict [  ]

Less strict [  ]

10. Which of the following leadership styles does your head teacher mostly use? (*please tick one*)

Democratic [  ]

Autocratic [  ]

Leissez-Fair [  ]

Others specify.....

11. What do you think your head teacher uses the leadership style you chose in item

11?

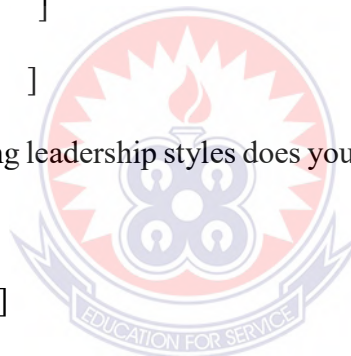
The teachers are very matured and needs less supervision [  ]

Teachers don't work if not supervised [  ]

Teachers must be given the free will to operate [  ]

Teachers must be ruled with iron hands for them to deliver [  ]

Teachers should be involved in decision making [  ]



Others specify.....

12. Do you think your head teacher's leadership style is helping the school achieve its goals?

Yes [ ]

No [ ]

13. Do you want your head teacher to change his/her leadership style in future?

Yes [ ]

No [ ]

**Section C: Teachers' job performance**

14. Does your head teacher's leadership style affect your job performance?

High [ ]

Low [ ]

15. If yes, how?

My leadership offers teachers' (tick all applied)

Direct assistance in teaching [ ]

Group development [ ]

Professional development [ ]

Curriculum development [ ]

Action research [ ]

Facilitate change among teachers [ ]

Addresses diversity [ ]

Builds community [ ]

16. How does your head teacher's leadership style help improve your competence in students' evaluation?

- It forces teachers to assess students regularly [ ]
- It helps teachers to mark students scripts on time [ ]
- Teachers give standard questions [ ]
- It improves teacher-student relationship [ ]

**Section D: Type of leadership style teachers prefer most**

17. What type of head teacher’s leadership style do you prefer most?

- Democratic [ ]
- Autocratic [ ]
- Leissez-Fair [ ]
- Others specify.....

18. Your reason for item 17

- Teachers want to be part of decision making process [ ]
- Teachers don’t want to work [ ]
- Teachers want their freedom [ ]
- Teachers know what to do all the time [ ]

**Section E: Relationship between leadership style and teachers’ job performance**

19. Do you think there is association between head teachers leadership style and teachers’ job performance?

- Yes [ ]
- No [ ]
- Not sure [ ]

